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ABSTRACT

As a result of the 1984 National Council on Student Development (NCSD) Leadership Colloquium, a report was developed presenting a series of seven recommendations and accompanying strategies for strengthening student development services. Entitled, "Traverse City Statement: Toward the Future Vitality of Student Development Services," the report served as the basis for the Sixth Annual NCSD Leadership Colloquium. At the 1989 colloquium, special work groups were formed to examine and revise each of the original 1984 recommendations. Following an introduction, chapter 1 of this three-part report provides the opening address of the conference, "Student Development 2000 or Traverse City Revisited" by John E. Roueche. Chapter 2 examines six of the seven 1984 recommendations, including the following articles: (1) "Contributing to Quality Reaffirmation and Program Accountability," by Stephen J. Maier; (2) "Strengthening Partnerships with Community Constituencies," by Donald J. Slowinski; (3) "Strengthening Partnerships with Internal (Campus) Constituencies," by Donald J. Slowinski; (4) "Creatively Managing Resources: Doing More With Less?" by Joanna K. Michelich; (5) "Enrollment Management and Student Persistence," by Jo N. Beene; and (6) "Integrating Student Development into the Educational Experience," by Linda Dayton. Finally, Chapter 3 presents a summary of recommendations made by the work groups reviewing the 1984 statements. Appendix A provides a reprint of the 1984 Traverse City Statement, and appendix B presents results of the fall 1989 national survey of two-year college student services officers about their use of and commitment to the objectives identified in the statement. (PAA)

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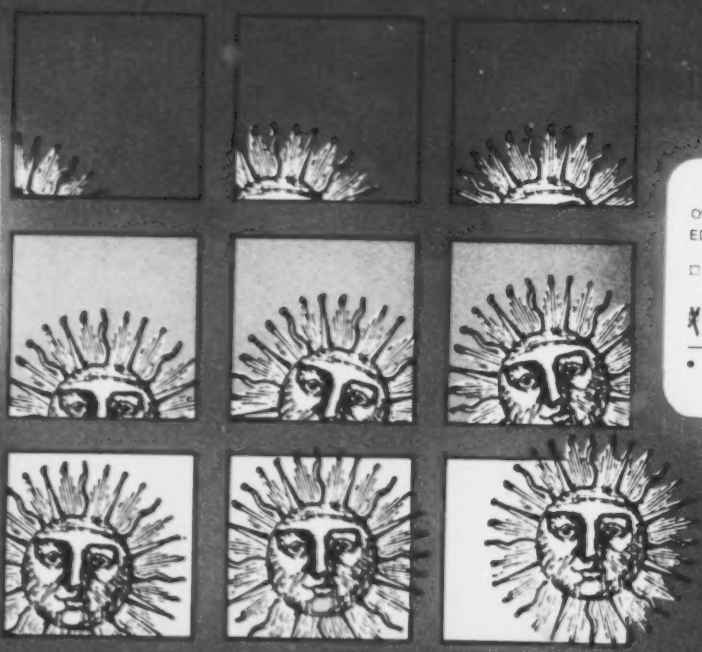
TOWARD THE FUTURE: VITALITY OF STUDENT DEVELOPMENT SERVICES

Traverse City—Five Years Later



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Summary report of a colloquium
held at Traverse City, Michigan
July 1989

Edited by
Robert C. Keys

National Council on Student Development

ACT

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TOWARD THE FUTURE VITALITY OF STUDENT DEVELOPMENT SERVICES

TRAVERSE CITY-FIVE YEARS LATER

Summary Report of The
Sixth Annual
Leadership Colloquium
Traverse City, Michigan
July 26-29, 1989

Edited by
Robert C. Keys

National Council on Student Development

ACT

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Robert C. Keys
Editor

Few efforts of significant magnitude are undertaken without the dedication and support of many people. The efforts which resulted in this publication are no exception. Richard Ferguson and many of his staff members at American College Testing, especially Don Carstensen, John Roth and Mike Paparella, have supported and contributed immensely to this project. Lornie Kerr, Vice-President of Student and Administrative Services at Northwestern Michigan College provided not only leadership in this effort, but also offered the use of the Oleson Center at NMC as the colloquium site. Phillip Runkel, NMC President, offered his personal support as well as that of numerous NMC staff. Especially noteworthy are the many organizational details which were executed in exemplary fashion by Dawn Bauer, Assistant to the Vice-President.

Additional financial support was provided by the League for Innovation/The University of Texas at Austin, W.K. Kellogg leadership project. Terry O'Banion, facilitator at the 1984 colloquium, and John Roueche, major contributor to the 1989 colloquium and to this publication, both have provided consistent support and encouragement for this series of leadership development colloquia over the years. Also, the financial support from the Michigan Department of Education, Northwestern Michigan College, and ACT, was much appreciated. Without such financial support, a quality program would not have been available to an outstanding and diverse group of community college student development leaders.

Forty-six (46) conference participants from seventeen (17) states worked diligently reviewing the 1984 recommendations, discussing current issues, and offering suggestions for the future directions of the profession.

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*1984 Colloquium Participant

Six participants deserve special recognition for their analysis of the 1984 recommendations and for their group leadership roles. They are Jo Beene, Linda Dayton, Michael Leymaster, Steve Maier, Joanna Michelich, and Don Slowinski.

For the sixth consecutive year, ACT assumed responsibility for the publication and distribution of this report. We appreciate this continuing support for the work of the NCSD Leadership Colloquium effort.

Finally, I am deeply grateful to the two secretaries in my office for their assistance in preparation both for the colloquium and for this publication. Cheryl Vertrees and Nancy Felde are two tireless professionals whose patience is exceeded only by their desire to achieve perfection.

It is hoped that this publication will be an important resource for community college leaders. Copies of the report have been sent to each National Council on Student Development member. Additional copies may be purchased for $6 each (5 or more copies at $5 each) from NCSD. To order, contact Jo Roper, Vice President, Student Services, Piedmont Technical College, Emerald Road, Greenwood, South Carolina, 29646 (803/223-8357).

INTRODUCTION

ROBERT C. KEYS

This publication is a summary report of the proceedings of a national colloquium held to examine the current status of student development services in community colleges. Reflecting upon the recommendations from the original NCSD leadership colloquium in 1984, Toward the Future Vitality of Student Development Services (reprinted in Appendix A), this year's participants assessed the progress made in student development services during the past five years and developed an agenda for the profession for the last decade of the century.

In order to ensure a desirable degree of continuity and consistency over the five year period, all thirty-one (31) of the original 1984 participants were invited and encouraged to return for the 1989 colloquium. Fifteen (15) members were able to do so and many nominated aspiring student development professionals to attend as well. As a result, the group of 1989 participants included both a nucleus of seasoned leaders who contributed to the development of the original statement and an array of professionals having fresh insights on the current status and future of student development in community colleges. This blend of perspectives proved most valuable throughout the colloquium.

The opening session address was delivered Dr. John D. Roueche, Professor and Director of the Community College Leadership Program at the University of Texas-Austin. Dr. Roueche's grasp of current issues in community college education established the framework for the entire colloquium. The text of his presentation constitutes Chapter 1.

The first attempt to examine the value and degree of implementation of the 1984 recommendations was initiated by Mike Rooney and Mel Gay. During the spring of 1989, they developed a survey instrument designed to assess the commitment to the objectives identified in 1984. The survey was given to two-year college chief student services offices across the country in Fall 1989, inquiring about their use of the "1984 Traverse City Statement." The survey and results are included in Appendix B. A similar survey was administered to the participants of the 1989 colloquium and the results were presented at the 1990 AACJC Convention in Seattle, Washington.

Chapter 2 is devoted to an examination of five (5) of the seven (7) 1984 recommendations. Each is accompanied by a thorough assessment of its current validity as well as the changes suggested to meet the challenges of the future.

Finally, Chapter 3 presents a summary of the recommendations made by each of the work groups addressing the 1984 statements. Each work group, led by one of the 1984 colloquium participants, offered revisions to the original recommendations so that the results might form a contemporary model for action in the 1990s. Chapter 3 represents the essence of the 1989 Traverse City NCSD Leadership Colloquium.

1
STUDENT DEVELOPMENT 2000
OR
TRAVERSE CITY REVISITED

by
John E. Roueche
Sid W. Richardson Regents Chair
The University of Texas at Austin

Much has been accomplished since the 1984 Traverse City statement on student development. Today in community colleges across the United States and Canada, there is more careful assessment of entering students and providing better advice and counsel as to appropriate course placement. As well, many community colleges have implemented student management and support systems to provide for collegiate intervention whenever students miss class and/or need additional counsel and assistance.

It is also important to note the solid impact that the National Council for Student Development has had in further professionalizing student development personnel. These summer leadership conferences at Traverse City, Michigan, and Columbia, Maryland, have provided focus, direction, and inspiration to more than 100 vice presidents and deans from across the United States and Canada. The emergence of a leadership corps in the student development field is both timely and necessary.

Yet, much needs to be completed from the agenda set at the 1984 Traverse City meeting. I will take this opportunity to address some of those priority items and provide reinforcement for their full implementation.

It is clear to me that student development personnel should have primary responsibility for the recruitment of incoming students. While everyone in the college is a mini-recruiter, in a sense, it is the obligation of student personnel developers to identify--through target marketing--those groups that have been underserved or ignored in previous recruiting activities. For instance, local business people, senior citizens, high school students and high school drop-outs should be assembled as interest groups and answer such questions as: "How do you perceive our college?"

Personnel/recruiters could document their levels of interest in the college, and their perceptions of how well the college has served them. They could play major roles in changing negative perceptions about the college and/or its services, sharing this information with the college and developing programs/strategies to attack the perception problem. In this effort, student development personnel could be instrumental in improving the relationship with the community-at-large.

The possibilities in terms of increase in student enrollment are obvious. The college could further benefit from additional gathered information about scheduling, types of courses, and general relationships with student services--registration procedures, child care, and financial aid--that affect these groups specifically. Such round table discussions with these and other target groups could be a rich source of information for the college that could lead to improved services.

Community college students are the most diverse and heterogeneous of any group of learners in American or Canadian higher education. They represent all ethnic and racial groups; they bridge the range of generic academic skills from illiteracy to graduate and postgraduate levels of reading and writing; they represent all levels of motivation; they represent all ages from adolescence to geriatrics; they are parents; and they have many priorities in their lives that detract from the focus and goal setting needed for academic persistence and achievement. We could continue this demographic discussion indefinitely, but let it suffice to note that these students need more structure and support than any other student groups anywhere in the world. The paradox is that universities with very selective recruitment and admissions policies provide both more structure and support than we provide students in community colleges -- even though university students are academically more successful, self-motivated, and self-directed. Let me illustrate.

My son, Jay, is completing his second semester in his MBA program at The University of Texas at Austin. When he began his graduate program in January of this year, he was required (with 89 other entering business graduate students) to complete a week long orientation program. The orientation program was not recommended and/or suggested by the Graduate School of Business. It was required of all entering graduate students. Now imagine the irony with me, if you will! Here are highly-recruited graduate students, all of whom have completed baccalaureate programs at respected national universities. Most of these students have graduated with academic honors, and they all are self-directed with strong academic goals as they begin their graduate pursuits -- and they are being required to experience a week of orientation! What did they do in orentation? Well, for one thing, they went through a one and one-half hour workshop focused on "stress management." The workshop was led by a counselor from the University of Texas Counseling Office and addressed stress alleviation and reduction strategies for students. Now, can you imagine any group of students less in need of stress reduction strategies than the graduate students I have just described? And, can you imagine any group of students in the world more in need of stress reduction advice than those admitted into community colleges? The orientation program in the Graduate School of Business also focused on time management, goal setting, and building congruence between student and institutional values.

My point is that community colleges need to build quality orientation programs and require all entering first-time students to participate fully in those activities. This orientation program should occur in the summer just before the commencement of the fall semester. Assessment and course placement could also be appropriate activities in the orientation sequence, but the major goal of orientation is to socialize and inculturate the new student around the values and mores of the college. Many, or most, community college students are first-time college attenders in the history of their families. They know little about the ways of higher education; and they need particular goal setting, time management, and an honest overview of the skills and attributes needed for success in academic settings. In short, they need to be bonded around the expectations and norms of success in college.

More important, these new students need some quality time with faculty and/or counseling mentors. The objective of mentor relationships as part of orientation is to leave the student with the feeling that a faculty member or counselor honestly cares about the student, is available, friendly, open, communicative, and exhibits keen listening skills as well. Our friends Lee Noel and Philip Beal suggest that if students leave orientation programs with a good feeling about a faculty or counseling mentor, you have improved dramatically their chances of completing the freshman year with you. Noel and Beal also suggest that an orientation

program should facilitate the establishment of a relationship between an incoming freshman with an upper division student. This represents a wonderful opportunity for building peer relationships with successful sophomores in the community college setting.

Orientation programs pay tremendous dividends for both institutions and students. The research on their effectiveness is clear, and community college students need more orientation than any other group of students. I would also recommend that entry-level orientation be followed by a freshman year course, titled "college success" or "college survival," which provides much needed reinforcement and assistance to students throughout the first year. These courses have also been researched and found to pay tremendous dividends in college-wide retention efforts. Therefore, I would strongly recommend keen and active faculty involvement with the process, but the leadership for the development of excellent orientation programs is clearly a student development assignment.

I am delighted to see how many community colleges represented here have implemented entry-level assessment programs. I am also delighted that most of these programs are much more eclectic and comprehensive than testing students in cognitive and intellectual areas. I am somewhat disappointed that so many of you have not yet followed up these required entry-level assessment strategies with directive and mandatory placement into courses.

The objective of mandatory placement quite simply is to keep students out of courses and/or programs where they have no chance of success. I can think of nothing more unprofessional and irresponsible than allowing students into cou[illegible]hen knowing full well they have no chance at success in those courses. Good placement protocol enhances student chances at both retention and eventual achievement and matriculation.

Placement is much more than advisement and/or counseling and is aimed at keeping students with poor academic records from making even poorer academic decisions as they commence the collegiate experience. The placement process should be a good deal more than telling students what it is they have to do; rather, it is a process whereby the student is able to visualize his or her range of academic possibilities -- from succeeding in courses to absolute and real failure. The placement process is more than determining that academic skills are not up to par and then counseling towards developmental services. It is answering student questions about the objectives of developmental courses as they impact their long-term goals of obtaining a certificate or a degree; it is, perhaps, involving other students, counselors, and faculty members in these curriculum decisions.

It is obvious that we have had at least two decades to convince students of the value of our decisions to place them into development courses. However, many students believe, and rightly so, that the placement in courses for remediation or developmental work was for naught in the long run -- that is, the courses placed were either poorly planned and developed or the skills were never required again in regular courses. So this is the issue around placement that is perhaps the toughest to negotiate, if the college has no plan to avoid these earlier pitfalls. This is where a student development specialist could be valuable: monitoring the outcomes of student enrollment and matriculation from these courses, monitoring student performance in subsequent courses, and sharing the findings with faculty and administration. It is important that the advisement and counseling is strong, but it is equally important that the advice not look foolish and/or useless. Therefore, student development personnel could help verify that the advice they give students on the front end of that registration/scheduling process and that tests they use to determine academic ability and development are seriously considered in the institution and truly result in a design that creates a track record for credibility.

We must be more directive with placement and put more teeth into existing policies. I think the need for mandatory or directive placement is the great challenge ahead of us as we look toward the year 2000. It is interesting that the prestigious American universities never gave up on stringent placement policies. In university settings, students are placed into appropriate courses. This "tough" placement policy will serve community college students even better than it has served traditional university-bound students.

It is interesting to note, and sad as well, that in this arena we have failed to see clearly and to act upon the critical problem that we have made for ourselves: we have extended open arms to a diverse student population, but in the process we have come to believe that we cannot make serious and stringent demands upon these students to whom we have extended a warm hand of academic friendship. Because student development personnel are, or can be, the first line of offense that the community college has with first time students, it is imperative that these same personnel are careful to keep a united front, to be uniquely qualified, and to maintain a strong sense of support for the notion -- that we have watched work so well in another arena -- of "tough love." They should serve as professional models and pre-cursors of other institutional experiences that say to students: "This college is going to require that you do what is best in your academic interests."

It is also important as we look toward 2000 that student development personnel play more cooperative and collaborative roles with community college instructors. There are a few community colleges now where counselors and student development assistants work closely with instructors to intervene, for example, when students miss class. Ideally, it is best for the instructor to make a telephone call or to send a letter when students miss classes, but what a powerful and positive role for student development personnel to assist instructors with this student intervention program! This activity conveys to instructors that student development personnel are equally concerned about student success and can play a viable role in student retention and achievement.

Appropriate student tracking systems or student management systems can provide every student development professional with daily information about such behaviors as student progress and class attendance. All of us know that "class attendance" is the variable most associated with student achievement in college; and anything we can do as professionals to require attendance, promote attendance, and to intervene whenever students miss class will dramatically improve student success in college.

In the interest of collaboration, student services personnel could perform a major service to instructors and to the institution-at-large by serving as institutional research personnel in the arena of student and retention strategies. You are uniquely qualified to complete thoughtful analyses of the reasons that students drop out of school; there is quick access to student records, and there should be formal investigation of not only the institutional definition of attrition, but why it is that students "attrit" at all. A serious recommendation would be that student development personnel undertake studies of transcripts and conduct interviews with students already on scholastic probation, seeking to identify the particulars of their academic difficulties.

For instance, it is obvious that students with academic difficulties have fairly common characteristics, and those behavioral characteristics should raise red flags in the institution when any student begins to exhibit them. It is by identifying characteristics of students on scholastic probation or students who have withdrawn from the institution (or from specific courses) that a program of early identification could be developed. By conducting these studies and sharing findings, you may help direct institutions toward continuing support of the developmental courses, toward strategies to

reduce attrition rates, and toward more rigorous academic standards that could benefit the total student population.

There are numerous successful models in the field, models put in place at colleges which have been absolutely intent and serious about intervening before students leave the college. Student development personnel have an abundance of information at their fingertips that would help them formulate model programs of their own, that would keep communication between students and the institution "up front and personal." They should be responsible for the coordination that is required to join the forces -- faculty and administration -- that will make important institutional decisions about expectations of students and the obligations to them.

As community colleges plan for the next decade, it is obvious that the great numbers of entering students from "underclass America" are going to be enrolling in community colleges in even greater numbers. This reality poses a particular problem for colleges -- to increase the array of services presently provided and to provide more focused responses for students with more particular and idiosyncratic needs. In this regard, it is obvious that student development personnel are going to be called upon to play more diverse roles in accommodating the needs of these new students. We know that students who are involved in college-sponsored activities outside of class are better retained and more likely to graduate. The trick here is to get students spending enough time on campus in appropriate and relevant activities to be even more clearly and strongly bonded to the image of college students. Efforts to identify student interests, especially those unmet in other community activities, should have high priority. It is clear that changing a student's environment -- especially if the college is a dramatic improvement over the home or leisure activity area -- will positively affect the student's life. The college, through the student development professionals, could design responses to these interests that would keep students on campus, involved in a "learning community," and mentally associating the college with exciting and valuable experiences. I truly believe that student development professionals can play a critical role in facilitating faculty advising and mentoring programs to get students more involved with out-of-class responsibilities.

It is obvious that we must do a better job of assessing and evaluating student development performance. In this age of accountability, student development professionals, like faculty, are going to be called upon to answer the "so what" question -- namely, what impact are your services and programs having on student enrollment, student retention, and student success? Virtually every accrediting association in this country and Canada is moving ahead with accreditation reaffirmation plans to examine indicators of effectiveness.

And, finally, you are a large part of a front-line offense for the college against those elements that negatively affect the development of the <u>whole</u> student. Not only must you keep abreast of new developments in your field as they pertain to academic and social services, but abreast of new developments of events and circumstances in the community. Many will, in fact, eventually become issues for the college. For example, many colleges are making their own "war on drugs" with prevention workshops and counseling. As well, many are pursuing tougher measures: hiring undercover police officers to pose as students and report to college officials about the seriousness of the drug problem on campus. The answers to the "so what do we do now that we know the extent of the problem?" could come under the purview of the student development staff.

There is a powerful role for student development personnel to play in the life and vitality of an excellent community college. In fact, I doubt very much that any community college can be truly successful with today's and tomorrow's students without the critical input and contribution of student develop-

ment services. What is important is that we not only describe those services but discern the impact of those contributions as they relate to improved student success. Many of us have been intimately involved with the question of the absolute and identifiable role of student development personnel; institutions take different positions on the role and the obligations of these trained professionals. Therefore, it is essential that you make clear that the role is not narrow, but rather wide; that the role is not outdated, but rather is more critical to the life of the institution than ever before. It can happen with support data. As has been said: "For he who doth not tooteth his own horn, his horn goeth untooteth." These are not the times to keep your lights under a bushel. Rather it is important to the college and for professional responsibility to determine where you might make the greatest impact on an institution, take the initiative to make that impact, document it well, and then publicize/advertise the results.

Much has been accomplished in a short five years, and much remains on our agendas for the year 2000. I have every confidence that if we move expeditiously forward with these critical student development programs, community colleges can truly be colleges that emphasize access with excellence.

THE 1984 STATEMENT REVIEWED

The validity of the recommendations developed in 1984 can only be ascertained from an in-depth examination of each recommendation. Selected returning participants were asked to prepare in advance of the colloquium to address the 1989 participants regarding the significance of each recommendation over the five year period since 1984. This chapter contains those presentations which correlate with the recommendations from the 1984 recommendations given in Appendix A.

A. Contributing to Quality Reaffirmation and Program Accountability

Steve Maier

Background: The 1960s was a time of expansion for the community college. Do you remember when we were starting one college each week somewhere in this country? By the 1970s we had achieved tremendous accessibility. Costs were low, colleges were nearby and community-based, and people expected that they would have the opportunity to attend college, almost as a right. At the same time, dire predictions of fewer traditional high school graduates caused many colleges to re-evaluate their markets. The disadvantaged student became a focus, with resulting remedial/developmental programs.

By the mid-1970s, concerns were being expressed about the quality of community college education. Fingers were pointed at non-credit community service courses which were typically based on demand, rather than on traditional educational principles. Questions arose as to the role and effectiveness of remedial programs. Institutions are often measured by the "quality" of their students, and the surge in poorly prepared enrollments cast a shadow of doubt as to the quality of some community colleges. Faculty voiced concerns about the diversity and declining competency levels of many of their students, further fueling doubts about institutional quality. The publication of A Nation at Risk along with an avalanche of similarly negative studies about our secondary system also helped cause concern about institutional quality.

As a result, by 1984, states were beginning to mandate competency testing for entering juniors in universities as well as for community college graduates. The momentum was building nationwide for state and even federal yardsticks with which to measure and compare students in selected areas who were completing our programs. The mood at Traverse City was influenced by concern and uncertainty about this attempt from outside the system to insure "quality."

1. Progress by Student Development Professionals at the local level:

   a. Participate in reviewing and redefining the college mission statement so that it is broadly understood and clearly communicated.

   It seems that community colleges generally have been reviewing and occasionally redefining their mission statements. It may be more a result of limited resources and increasing state control than a philosophical process.

   There does seem to have been a shift to more accountability within student development. It appears that a shift to better organized and managed student

services and a decreasing emphasis on student development activities has occurred. Whether this observation is related to an institutional mission review remains a question; however, it would represent a significant philosophical change within the profession.

b. **Encourage a college-wide review of the compatibility of present resource allocations to the college's mission.**

The perceived shift in philosophy mentioned in (a) is probably the result of this kind of analysis as much as any other reason--limited resources and an emphasis on productivity would cause a change in emphasis from hard to measure development programs to well defined and more easily accountable services.

c. **Design and implement comprehensive assessment and course placement strategies to enhance student services.**

Observations suggest that most community colleges have at least explored assessment and placement strategies. While not everyone has implemented a system, these systems seem to be the rule rather than the exception. The work of ACT and others has helped make the process less obtrusive and more productive, and should help continue this development.

NCSD played the leadership role in developing a position paper for AACJC on Access, Assessment,and Developmental Education in 1986. The colloquium not only produced the paper, but also a fine publication.

d. **Develop programs and strategies to continuously upgrade professional and staff expertise and to renew their commitment to the college's mission.**

At the local level, this objective should be relatively easy to implement. However, there is no evidence that there has been any increase in professional and staff development programs. Rather, tightened budgets may have restricted development activities outside the institution.

NCSD (working with other AACJC councils and ACT) has provided many regional and national conferences dealing with specific topics that would improve professional and staff expertise. Considering the hundreds of attendees, the NCSD has had an impact on professional development.

Likewise, the publication each year of a colloquium report and its dissemination to all community colleges has also provided a stimulus for thought and action within the profession.

e. **Work with instructional units to establish and communicate entry requirements, performance expectations, and competency-based outcomes for students.**

This is an area in which progress seems to have been made. There appears to be an increasing number of closer working relationships between schools and colleges. Many of these efforts are designed to better prepare students for college and also serve as a recruiting tool. More colleges seem to be implementing 1+1 or 2+2 programs. Often student services provide the entry into the schools for the instructional units.

Nationally, NCSD and NCIA, the National Council of Instructional Administrators, have developed a strong and productive partnership.

f. **Promote evaluation of all student development programs and services to determine their effectiveness and appropriateness in meeting student and community needs.**

It appears that evaluation has occurred, based on the observation that we have shifted from development issues to improved student services. The prioritization of limited resources may have resulted in this shift.

2. Progress by Student Development Professionals at the National Level:

a. **Plan and implement leadership development programs for chief student development professionals and for potential chief student development professionals.**

NCSD took this challenge seriously, resulting in annual summer conferences that had leadership as a primary goal. The results have been significant. Since then, the topic of leadership has become a national agenda.

b. **Work with appropriate professional groups to plan and implement a recognition awards system for exemplary student development programs and for individuals who have made significant contributions to the profession.**

The second part of this charge has been fully met. Implemented in 1985, NCSD has awarded its Outstanding Service Award each year since that time. During this same period, several individuals have been recognized for particular contributions.

NCSD is now in the process of recognizing outstanding programs. This is a more difficult process, since programs are less visible than individuals.

c. **Help to improve the quality and increase the quantity of published material relevant to the needs and issues of the student development practitioner.**

NCSD has made important progress in this area. The annual publications resulting from the conferences have been filled with important ideas and information. Within the profession, these have been as significant as any published during this period. Special recognition must go to ACT, without whose help it would not have been possible.

During the past three years, NCSD joined with the NISOD to publish the Journal of Staff, Program, and Organization Development. The Journal has provided NCSD and its membership with a forum for ideas and issues facing the profession.

d. **Participate in efforts to develop, for each major student development services area, a profile of competencies and standards to guide practitioners and graduate programs.**

Since 1979, NCSD has been part of the Council for the Advancement of Standards for Student Services/ Development Programs. The guidelines for programs were published in 1986 and disseminated to all NCSD members.

e. **Design and implement a national project to identify the elements of student success and the programs that are models for promoting student services.**

With the assistance of ACT, NCSD has offered a number of regional and

national conferences dealing with student success. NCSD also cosponsored The League for Innovation Conference titled Assuring Student Success in the Community College in 1987.

3. What is left undone?

   a. **Continue to strengthen and refine leadership programs to identify and promote new people, and to continue the professional development of veterans.**

   b. **Identify and publicize outstanding programs so that success can be shared.**

B. Strengthening Partnerships with Community Constituencies

Don Slowinski

The 1984 document emphasized our vision of partnerships. Although we have accomplished many of the recommendations made five years ago, recent changes have shifted the focus to institutional effectiveness via student outcomes. Throughout the review of the statement, the emphasis has been to view the 1984 recommendations in light of this shift. For instance, in the area of internal constituencies, the thrust is toward an alignment of student personnel outcomes with instructional objectives. We must do more to quantify our successes and communicate that information to all internal constituencies, especially instruction. At the national level, we need to redefine the successful community college student using standards that are relevant to our student population. We should measure success by matching entry and exit goals. A persistent and disappointing theme throughout these efforts is the absence of relevant research.

Providing services to meet changing educational needs requires that two-year colleges develop partnerships with a broad range of external agencies and groups. How can student development professionals assume a leadership role in developing and implementing these cooperative and collaborative arrangements?

1. At the local level, student development professionals should:

   a. **Participate in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.**

      While there is some evidence of the role of student personnel professionals in developing "profiles," the issue may be more related to who owns research on a campus. It is particularly important when working with the community on economic development issues. If research activities which support initiatives in economic development are falling to continuing education and/or development offices, the role for student services is negated.

   b. **Identify effective partnership models within the community and disseminate this information for effective utilization.**

      There appear to be many examples of model partnerships involving job placement, cooperative education, off-campus work study, economic development, JTPA, etc.

   c. **Assume a facilitating role in attempting to match the college mission with the needs of community constituencies.**

      It seems clear that student personnel professionals are very active in serving as a catalyst for many activities related to college and community.

Very often we are the conveners and the agenda setters.

d. Establish and maintain active liaisons with external constituencies that serve the interests and needs of students.

We could compile a long list of many significant liaisons with external groups that serve our students. This is especially true in the area of employment, vocational rehabilitation, services for the disabled, disadvantaged, etc.

2. At the national level, student development professionals should:

a. Assist with the formation of a coalition of professional organizations (NCSD, ACPA, NASPA) with the purpose of implementing a plan to maximize political and educational effectiveness.

A formal written agreement was signed recently by two year college representatives from NASPA, ACPA, and NCSD. The League for Innovation has also joined in supporting our effort to establish a national agenda for two-year college student personnel professionals. The planning group will meet in October, 1990, in St. Louis.

b. Support efforts of the National Council on Student Development to collaborate with other councils of AACJC on joint programming efforts.

We have been very well served by the efforts of NCSD. There are a host of examples but it is particularly notetworthy to recognize the collaborative effort between NCSD and NCIA.

c. Formulate a statement of standards and guidelines to facilitate the transfer of students to other educational institutions.

Only recently does it appear that a national effort is emerging to facilitate the transfer process. In particular, Judith Eaton, former president of the Community College of Philadelphia, will direct a national effort as part of an assignment with ACE. In addition, Lou Bender of the University of Florida is conducting a national study on transfer.

d. Ensure a publication and distribution of information about successful "partnership" programming efforts.

To a degree, Traverse City and NCSD efforts represent a major contribution to the publication and distribution of information. The published proceedings of the colloquia from the Traverse City 1984 document to Project Cooperation in 1988 represent an accumulation of our work to date.

C. Strengthening Partnerships with Internal (Campus) Constituencies

Don Slowinski

Community Colleges now function in rapidly changing environments that challenge their capacity for creative adaptation. How can student development professionals stimulate organizational vitality?

1. At the local level, student development professionals should:

a. Assume a college-wide responsibility to promote high morale and create environments that foster student and staff satisfaction and achievement.

For many years, student personnel professionals have served as milieu managers on campus. As part of our mission, we have been responsible for much of what contributes to the

quality of life on our campuses. We have also contributed to student success strategies and are very good at staff development.

b. **Develop close working relationships with other administrative units, particularly the instructional area.**

Relationships with others continue to grow stronger on our campuses. This is particularly true with the instructional area. Once again, the leadership provided by NCSD has been outstanding.

c. **Continue to increase involvement of students in meaningful campus governance and leadership development programs.**

While we continue to work to increase the involvement of students, we have been aided in some areas by external support. In some states, legislatures and governing groups have welcomed and/or required student participation. We are also witnessing a new wave of volunteerism.

d. **Assist in establishing a comprehensive human resource development plan designed to recruit, orient, evaluate, and develop the human resources.**

We can do a better job in this area. Staff development activities should be the domain of student development professionals. We have done it well for ourselves; we need to do it for others.

2. At the national level, student development professionals should:

a. **Develop and participate in professional association activities that locate, study, and develop models for making students an integral part of institutional governance and leadership.**

In spite of the response above, this activity is not valued. What is more important, especially in light of measuring institutional effectiveness, is student participation and involvement in learning in and out of class.

b. **Develop a national exchange program so student development professionals have the opportunity to gain experience in different colleges.**

It does not appear that our 1984 efforts resulted in the development of a national exchange program. However, programs do exist through the League for Innovation and AACJC.

D. Creatively Managing Resources: Doing More with Less?

Joanna K. Michelich

During the era of explosive growth in the 1960s, when approximately one new community college opened each week and the federal government invested tremendous resources in facilities and student aid, we collectively became quite proficient in the basic mathematical skill of addition; our energies were focused on adding programs, adding services, adding buildings, and adding staff to keep up with surging enrollments. In contrast, by 1984 we had become equally skilled at subtraction; during the previous several years, we had witnessed a decrease in full-time student enrollments, retrenchment in state, federal, and local funding levels, and a diminishing pool of resources coupled with increased competition for students and demands for accountability by taxpayers, state legislators, and governing boards.

A Look at the Past

While diminishing resources became a universal concern throughout our community colleges, student services in particular was often affected most profoundly. For example, the aftermath of California's Proposition 13 in 1978 resulted in the total elimination of many student development programs as well as staff positions, many of which have yet to be restored. Funding student services programs at levels comparable to the past became increasingly difficult. Student services was often called up to absorb new expenses with no additional, and often reduced, resources.

The Current Situation

Since 1984, the resource picture for community colleges on a national basis might be described as "blurred" at best. The total revenue per credit full-time enrollment (FTE) student increased from $3399 in FY 1983 to $4636 in FY 1987; however, in constant dollars (deflated by the normalized Higher Education Price Index where 1983 = 100), revenues at the median public community college per FTE student only increased from $3399 in FY '83 to $3739 in FY '87 and actually decreased from FY '86 to FY '87 (Cirino and Dickmeyer, 1988). The immediate future, compared to the immediate past, looks somewhat brighter in selected states. North Carolina's community colleges, for example, are anticipating so-called "recovery" monies from their state over the next three years. In California, new dollars included in the governor's budget for community colleges have been earmarked beginning this fiscal year for program improvement, affirmative action, and staff development. On the other hand, several states are facing severe budget crises which make the prospect of any significant increased funding for community colleges a naive fantasy.

As O'Banion (1985) accurately predicted five years ago, "There is not likely to be a major resurgence of financial support for education in the near future..." (p. 10). Thus, taking stock in what student development professionals are currently doing to creatively manage scarce resources seems timely in preparation for the myriad of challenges confronting us, our colleges, and out students in the new decade ahead.

1984 Traverse City Statement Recommendations

In order to obtain a "snapshot" regarding the current levels of implementation of the eight recommendations pertaining to the creative management of resources contained in the 1984 Traverse City Statement, as well as a reading as to the importance of the issue itself in 1989 as compared with 1984, telephone conversations were held with a cross-section of chief student affairs officers and/or presidents who previously held CSAO positions representing different geographical areas in the country. In general, perceptions on trends and practices over the past five years tended to be more alike than dissimilar. The following comments summarize these observations under each recommendation:

Encourage networking and partnerships both within the institution and surrounding communities, thus combining resources that expand service opportunities.

A litany of examples of new collaborative partnerships and networking initiated since 1984, both within and beyond the institution, were offered. There appears to be a major trend towards increased partnerships with area junior and senior high schools, including 2 + 2 cooperative degree programs, youth projects aimed at drop-out prevention, dual admissions programs, shared college-school career planning programs, and more extensive articulation efforts, to name a few. Student development

professionals are involved in cooperative efforts with adult schools, alternative schools for high-risk youth, and community mental health agencies as well as partnerships with instruction in such areas as cultural programming, assessment, academic advising, orientation, and other student retention programs.

In still other instances, some exciting partnerships with other area or state community colleges have resulted in joint external grant proposals and funding for minority student programs, articulation, and educational hardware and software acquisition. Several examples of combined staff development efforts with other community colleges were also in evidence. In many of the examples noted, student development professionals served in key leadership roles in planning, organizing, and implementing these partnerships.

Explore effective lower-cost staffing alternatives--such as peer tutors/advisors, volunteer programs, part-timers, and paraprofessionals--that will not diminish quality.

An over-all increase in utlization of part-timers, paraprofessionals, peer counselors, and peer tutors was noted. Shared staffing arrangements with instructional areas were also evident, and there appeared to be an increase in the utilization of faculty in academic advising programs. Although the use of volunteers was minimal in some institutions, volunteer usage in others was quite significant. In one instance, for example, it was noted that in contrast to 1984 when a small core of student peer tutors was used, the college now has between 50-100 volunteers each year who serve as tutors in its learning assistance center.

Also implemented in the last few years were other lower-cost staffing arrangements. For example, a few institutions have replaced counselors on faculty appointments with "student development coordinators" on administrative support contracts. An increased number of graduate student interns have been used to provide no-cost supplemental staffing. In still other institutions, with limited personnel, there has been an increased use of outside contract labor (i.e. consultants) to provide assistance in specific areas.

Secure additional funding support from sources such as foundations, grants, consortia, alumni, and fund raising drives.

The majority of institutions contacted indicated increased reliance on federal grants, particularly Title III and Title IV, to fund student development programs. However, it was indicated that the competition for obtaining grants has also increased dramatically in the last five years. Some institutions had actively sought funding support from private foundations. Several institutions appear to be relying much more heavily on cash-generating programs (such as Elderhostel) for total institutional support, and several commented on new consortial arrangements with other community colleges.

Perhaps the single greatest thrust in addition to grant acquisition since 1984 has been the dramatic increase in the establishment or expansion of college foundations in generating new resources. It is estimated that the number of community colleges with foundations more than tripled between 1974 and 1986, from 192 to approximately 650 (Davis, 1986). Monies from college foundations have been used as new resources for scholarships, athletic programs, special student needs, handicapped

student access, tutoring, and testing, to name a few areas directly related to student services.

Establish institutional contracts with businesses, industries, and community agencies to share costs and eliminate duplication of services.

Private and public sector partnerships with community colleges have escalated in the last several years. Student services appears to be playing an increasingly important role in these collaborative efforts, especially in the design and delivery of contract training for business and industry. In many cases, institutional contracts include cost recovery for specific services (advising, assessment, etc.) offered by student development staff.

Increasing reliance on community agencies in order to avoid duplication of services was noted, particularly in the areas of mental health/counseling services, health services, and child care. In many community colleges, virtually all students in need of extensive personal counseling are referred to local community agencies. Some colleges indicated they have contracts with private or public child care facilities which allow student usage at a reduced fee. Other colleges have eliminated health services, redirecting funds to support other programs.

Explore fee-based services as alternative resources.

With the exception of fees for services which are included in contracts with business and industry, there appeared to be fairly limited movement towards fee-based services, although some institutions have added fees for recreational programs, student activities, and cultural events. In general, there was sentiment expressed that charging fees was antithetical to the community college philosophy of affordability and open access, and suggestions at the local level to consider fee-based student services had been resisted.

Utilize annual program reviews to recommend cost-effective prioritization of programs and services.

There appeared to be some, but limited, efforts within the last five years to implement annual program evaluation reviews tied in with reviews of resource allocations. Some institutions have begun a formalized review process utilizing CAS Standards and Guidelines for Student Services/Development Programs. Other institutions indicated that all instructional and student services programs are reviewed formally on a five-year basis. Program reviews in student services are conducted on an informal, on-going basis in some institutions, and the lack of any review process was noted as a weakness by others.

At the national level, include cost-saving ideas and alternative funding ideas in a national computer-based resource center.

With the exception of information available through ERIC, if a national computer-based resource center for student services has been created which includes alternative funding and cost-saving ideas, professionals in the field are unaware of its existence. An attempt by NASPA to create such a resource center was apparently abandoned a few years ago.

At the national level, recognize creative resource management through professional association publications and activities.

In comparison to several of the other major issues identified in the 1984 Traverse City Statement, creative resource management in student development has received some, but limited, attention in either the professional literature or in the form of presentations at national conferences. State association conferences and informal dialogue with colleagues were cited most frequently as the major sources on which professionals relied for obtaining cost-saving and alternative funding ideas.

Future Issues and Challenges

Creative resource managment in student services was perceived by virtually all college contacts as an issue of equal or even greater significance in 1989 than in 1984. The profession appears to have undertaken a significant number of efforts in the last five years to manage more effectively its resources. However, with the prospect of continued scarce resources in the decade ahead, there may be many additional recommendations which the profession needs to consider. Among them may be the suggestions which were offered in preparation of this report:

(1) The need for greater utilization of state-of-the-art technology (including telecommunications systems) in the delivery of student services;

(2) The need to re-examine organizational systems, processes, and procedures with an eye toward enhanced resource sharing;

(3) The need to re-examine organizational structures and institutional decision-making processes with the goal of maximizing collaborative partnerships and resources;

(4) The need to ensure the involvement of student development professionals in becoming effective partners in strategic planning for their institutions.

(5) The need for increased staff development opportunities in order to re-train and re-tool personnel to provide for changing student and program needs.

As Pogo once said, "We are confronted with insurmountable opportunities." The decade ahead promises to be one in which those responsible for student development services will continue to have the challenge of doing more with less. To borrow from Peter Drucker, student development professionals will have "the task of creating a true whole that is larger than the sum of its parts--a productive entity that turns out more than the sum of the resources put into it."

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E. Enrollment Management and Student and Persistence

Jo N. Beene

I am honored to be a part of the "Traverse City: Five Years Later" colloquium. I was a member of the "Class of 84." The 1984 class

was made up nationally known professional student development educators with a vision for the future. Terry O'Banion facilitated that colloquium and provided the spark that energized all that we did during the experience. He opened the colloquium with a review of the history of student development services. He carried us from the past into challenges for our future. He caused us to see the crucial need for change in 1984.

Other educational giants came to Traverse City to point us toward the future. Ernie Leach begged us to move from being "mystical do-gooders located on the periphery of the educational enterprise to being a consumer model." His model suggested to us a broad definition of "consumer" which included the college, the student, and the community.

Lee Noel and Randi Levitz brought us a warning. They warned us to keep our focus on the student. They asked us not to organize efficient "assembly lines" in our colleges. They suggested "that successful organizations feel the need to understand what they are in the business to do, what they do best, and know how to best meet the needs of their clients." Peters and Watterman (1982) called this "staying close to the customer."

Paul Elsner quickly got our attention by bluntly telling us that he nor anyone else could understand what student development folks do.

> No genuine consensus exists about the nature of, need for, or direction of community college student service programs. A model for change seems to elude most leaders...leaders of community colleges and student service staffs agree on one point: student services need to be redesigned. The student service function needs an infusion of new ideas, new approaches, and a new reason for being.

There definitely was a mandate for change given to us in 1984. From these challenges and our collective experiences came the 1984 Traverse City Statement: Toward the Future Vitality of Student Development Services. Collectively we identified seven major issues which we felt would revitalize student development services; individually, I believe we became catalysts for change across the country.

Among the seven major issues, the fifth critical issue identified was "Creatively Managing Enrollments and Contributing to Student Persistence." My task here is to review that issue in terms of the past the present, and the future.

In 1984, enrollment and retention were the most critical issues we addressed, taking a good bit of our time and energy. At that time our enrollments were declining, student demographics were changing, and our budgets were enrollment driven. Not only was the recruiting of new students a problem, but research by Lee Noel and others seemed to indicate we were "running-off" the students after a relatively short stay in our institutions. Our sacred open-door was truly a revolving door (Beal and Noel, 1980).

After hours of discussion, we made four recommendations for change concerning enrollment and retention:

1. **Develop a systematic marketing process to access community needs, and develop programs and services, delivery systems, and appropriate promotional messages to respond to these needs.**

   Personally, I just happened to be in the right place at the right time to address this recommendation locally. I had been appointed to chair the Alabama State Task Force on Retention, and my own college, Calhoun Community College, was painfully aware of our enrollment/retention dilemma. My college and my state were ready in 1984 to address the issues identified in Traverse City.

Ernie Leach's consumer model became a key word. When the Task Force report was released, every president and dean in the Alabama College System attended an enrollment management workshop led by Ernie Leach. Our colleges began to develop actively enrollment plans. New vocabularies became popular including some terms as "consumer," "clients," "customers," "delivery systems," "marketing." Promotional messages that described excellent facilities and the number of Ph.D.'s on the staff went out of style at Calhoun Community College. Instead we began to promote "student success" programs.

2. **Design and implement research strategies to track student progress from entry to post-enrollment to reentry.**

In 1984, we knew that unless we first identified the student's goal, then tracked that student and his/her goal to completion and beyond, we could never measure the college success rates; furthermore, intervention strategies to promote the student's successful completion of his/her goal were impossible.

Since Traverse City, tracking systems have been discussed and rediscussed. The League for Innovation in the Community College recognized the need early and produced Guidelines for the Development of Computerized Student Information Systems in 1984.

The development and implementation of research strategies to track student progress from entry to post-enrollment to reentry has now become a national issue. In recent months, the American Association of Community and Junior Colleges has received a Fund for the Improvement of Postsecondary Education (FIPSE) grant to develop a student tracking model. An impressive advisory committee was organized to study the major components of a tracking system and ten colleges have been selected to implement the system. Calhoun Community College is proud to be one of the selected ten.

3. **Maximize student success through services such as diagnostic and self assessment, course placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement.**

A review of the literature and my personal experience as a consultant has caused me to believe that these services have, in the past five years, been addressed sufficiently as critical issues. These services, along with good teaching, have been identified as the keys to student success. In my opinion, colleges without these services are still treading water in blissful ignorance.

Over the past five years, I believe we have "abolished the right to fail" (John Roueche, University of Texas). At Calhoun Community College, we believe we have removed the barriers to success and replaced them with services which guarantee success. Locally and nationally, it took some convincing, and small wars were fought over such issues as placement testing. However, the discussion in the form of a question "should we require these services?" has been answered "yes" and a new question has arisen: "How can we best provide all these services for all our students, efficiently and economically?" This question brings us to recommendation four.

4. **Create a supportive environment in which facilities, policies, and procedures contribute to student satisfaction and persistence.**

This recommendation was and still remains critical for the future of Student Development Services. This recommendation, I believe, has not been adequately addressed since 1984, because major philosophical differences had to be settled. We must now stop arguing questions concerning "should we?" and begin to discuss new and innovative delivery systems for placement testing, orientation classes, career planning, job placement, and mentor advising.

Enrollment and persistence in the past five years has become a national agenda, as we have learned to organize services, such as assessment for course placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement, into student success models.

Administrators became aware during the past five years, not just in Alabama, but across the country, that these services are not frills but rather critical elements in a commitment toward student success. For the more practical minded, student success is easily translated into enrollment figures and budgets.

Enrollment management and retention publications and workshops have become commonplace. You will not open your mail any week without a brochure inviting you to buy or attend a retention/enrollment management workshop.

What's our future goal in enrollment and persistence/ retention of students? Have we done so well that the subject is closed? Certainly not - there are at least two new challenges we must accept immediately: accountability and environmental fit.

1) Paul Elsner gave us a challenge in 84 which we must begin to address in the 90s. "I believe a central issue is that you as student services people have not been able to clearly document what you do for students." If we are able to become more accountable in managing enrollment and contributing to student persistence, it is essential that we are able to define clearly our goals and objectives in student development services through innovative evaluations of those services, and a willingness to "kill some sacred cows" if necessary.

2) Student Development educators must revisit the issue of "environmental fit" (Beal and Noel, 1980) from a new perspective. Jacqueline Fleming (1984) and others have clearly pointed out that we have failed to provide an environment which "fits" the minority population. Her research, while geared towards the black student, clearly has ramifications for other students with special needs - students with English as a second language, all minority groups, learning disabled students, and students with drug related problems.

Our future as student development services educators is full of challenges, opportunities, and excitement. It's the best of all possible times in our profession. Good Luck!

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G. Integrating Student Development Into the Education Experience

Linda Dayton

1. Local Level

a. Assume leadership roles in integrating student development concepts into college missions and expected student outcomes.

Response: College mission statements have been reviewed and revised to include student development concepts. College strategic master plans have specifically stated the student outcomes that are expected.

b. Assess student needs in terms of student development.

Response: Institutions are requiring student assessment programs prior to enrolling so that students' needs can be identified and addressed when they enter the institution.

c. Provide for student development through co-curricular programs.

Response: Student Life programs are adding leadership programs for all students. Orientation and College Life programs are now being offered as credit courses.

d. Collaborate with instructional leaders in integrating student development competencies into the academic programs and courses.

Response: Institutions continue to work on this by having combined staff development programs.

e. Enhance their own knowledge and competencies in student development.

Response: Student Development professionals have increased local, regional, and national conferences to provide professional development activities that will enhance student development competencies.

2. National Level

a. Work with national professional organizations to provide programs on facilitating student development in two-year colleges.

Response: The League for Innovation sponsored a national conference for community college student development professionals in Kansas City in July, 1987. NACADA now has a community college track as part of its national programming. NASPA now has a community college network as part of its national organization. AHSSPPE now has a community college committee as part of its national community structure.

b. Encourage and assist graduate training programs to incorporate

and emphasize knowledge and skills in both pure and applied student development theory.

Response: The response by graduate programs has been very slow. This is an area that needs development.

c. **Help to improve the quality and increase the quantity of published materials on the application of student development theory in two-year colleges.**

Response: Although there has been a small increase in the number of articles written addressing student development in the two-year institution, there is still a need for research and publication.

d. **Recommend that a national journal (e.g., the AACJC Journal) focus on the theme of integrating student development into the total educational experience.**

Response: This was done in 1987. In 1989, the AACJC Annual Convention had the theme of Student Development.

e. **Identify colleges that have made significant efforts in this area and make this information available.**

Response: Two colleges that have made a real effort to integrate student development into the educational experience are Dundalk Community College in Maryland and Paradise Valley Community in Phoenix, Arizona.

3

THE 1989 RECOMMENDATIONS: A REVISION OF THE 1984 TRAVERSE CITY STATEMENT

Having completed the review of the 1984 Traverse City recommendations, the 1989 colloquium participants then addressed the challenge of reaffirming their applicability for the 1990s. Individual work groups studied the recommendations and sought to project what changes would be necessary to meet the needs of community college students for the next decade. Changing economic, demographic, and sociological trends were carefully considered.

The philosophy and purpose of student development services in community colleges was strongly reaffirmed from the 1984 report. However, the recommendations were modified in order to meet the needs of community college of the 1990s. Those changes are presented here as a template for structuring student development services for the final decade of this century and, indeed, the millennium.

A. Contributing to Quality Reaffirmation and Programs Accountability

Educational quality is best judged according to positive and measureable student outcomes. How can student development professionals improve the quality of student learning and goal achievement while promoting and supporting the "open door" concept of the two-year college for the credit and non-credit environment?

1. At the local level, student development professionals should:

   a. Participate in reviewing and redefining the college mission statement so that it is outcome oriented, clearly communicated and broadly understood.

   b. Encourage a college-wide review of compatability of resource allocations with the college mission.

   c. Develop an outcomes-based student development strategic plan in support of the college mission.

   d. Design and implement mandatory comprehensive assessment and course placement services, accompanied by appropriate policies and strategies to enhance student success.

   e. Develop programs and strategies incorporating outcome information to orient and continuously upgrade professional expertise.

   f. Work with instructional units to establish and communicate entry requirements, performance expectations, and desired outcomes to students.

   g. Share appropriate student demographic placement and outcome information in order to influence curriculum.

   h. Promote evaluation of all student development programs and services to determine their contribution in achieving institutional effectiveness.

2. At the national level, student development professionals should:

   a. Plan and implement leadership development programs for student development professionals.

b. Work with appropriate professional groups to plan and implement a recognition awards system for exemplary student development programs and for individuals who have made significant contributions to the profession.

c. Design and implement a national project to identify and disseminate programs that are models for promoting student success.

d. Help to improve the quality and increase the quantity of published material relevant to the needs and issues of the student development practitioner.

e. Endorse and promote the application of the CAS Guidelines and Standards for each major student development services area in order to guide practitioners and to contribute to the contents of graduate programs.

B. <u>Strengthening Partnerships with Community Constituencies</u>

Providing services to meet changing educational needs requires that two-year colleges develop partnerships with a broad range of external agencies and groups. Communities are dynamic environments which require proactive involvement of student development professionals in order to be aware of changes within the community and to empower institutions with information to respond to these changes. How can student development professionals assume a leadership role in developing and implementing these cooperative and collaborative arrangements?

1. At the local level, student development professionals should:

   a. Provide leadership in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.

   b. Identify effective partnership models within the community such as placement programs, JTPA, Chambers of Commerce, child care providers, etc., and disseminate this information for effective utilization.

   c. Assume responsibility for communicating constituency needs to the institution. Actively participate in developing mission statements and plans that respond to the identified needs.

   d. Promote active liaisons with external constituencies that serve the interests and needs of students. Focused linkages should recognize the diversity of needs of all populations including multicultural, handicapped and learning disabled, service organizations, etc.

   e. Initiate intervention activities and programs to promote high school completion and encourage post-secondary education.

2. At the national level, student development professionals should:

   a. Support NCSD as the premier student development professional association for two-year colleges. To this end, NCSD should expand its role to ensure maximum political and educational effectiveness.

   b. Support efforts of the National Council on Student Development to collaborate with other councils of AACJC on joint programming efforts.

   c. Aid NCSD in defining the successful community college student using standards that are relevant to community college student populations and promulgate standards and guidelines which define success by matching entry and exit goals.

d. Submit articles for publication which highlight successful "partnership" programming efforts. These articles should be published in NCSD publications and other relevant national journals.

e. Encourage NCSD to establish a vehicle which will inform and alert student development professionals about important issues and opportunities affecting the profession.

f. Seek opportunities for state organizations to affiliate with NCSD in order to unify student development professionals nationwide.

C. Strengthening Partnerships With Internal (Campus) Constituencies

Community colleges continue to function in rapidly changing environments - environments both internal and external to the college - which challenge their capacity for creative adaptation. This requires the use of strategic planning processes. In order to achieve effective planning, partnerships with internal (campus) constituencies must be strengthened. To this end, the following strategies are recommended:

1. At the local level, student development professionals must:

   a. Develop progressive working relationships with on-campus constituencies, at all levels, to ensure the campus-wide implementation of effective integrated student development programs and practices.

   b. Create environments to insure individual satisfaction with the college among students and staff.

   c. Participate in partnerships with campus constituencies in assuring institutional effectiveness. We must participate in the development of processes for assessing student outcomes that focus on the identification of student success indicators in relation to institutional quality, standards and targets.

   d. Increase the involvement of students, in partnership with faculty and other administrative units, in meaningful curricular, co-curricular, and extracurricular activities as a means of achieving individual goals as well as promoting greater affiliation with the college.

   e. Plan and implement programs and activities to increase the opportunities of interaction among diverse student populations within the college.

   f. Develop incentives and increase opportunities for meaningful involvement of students in campus governance programs.

   g. In partnership with faculty and community leaders plan, implement, and evaluate student leadership programs that foster individual responsibility and team building, as well as sensitivity to their constituencies.

   h. Facilitate the implementation of a comprehensive staff development plan designed to:

      - promote involvement of student development professionals in the academic processes of students;

      - assess and evaluate the role and function of institutional staff in response to emerging student needs;

      - increase professional growth opportunities through staff exchange programs as well as sabbatical/professional leaves;

      - promote increased involvement by

faculty and administrative units in the support of students beyond the classroom setting;

- orient staff to the principle(s) and function(s) of an effective, student centered, consumer model;

- create opportunities for student development professionals, faculty and staff to share/co-participate in professional growth programs;

- promote the continuation of quality professional staff. Many of the current student development professionals will be retiring in the next 5-10 years. Opportunities must be provided to younger professionals in the field to maintain and improve quality leadership.

2. At the national level, student development professionals should:

   a. Develop and participate in professional association activities that identify, study, and develop models to strengthen partnerships with internal campus constituencies. Exemplary program information should be regularly disseminated in cooperation with NCSD and NCIA.

   b. Develop in cooperation with NCSD a professional development program which increases the opportunity for student development personnel to gain experience through exemplary programs in a variety of college settings.

   c. Collaborate with viable national organizations, e.g. American College Testing, College Board, etc., to assure timely professional input and expertise on major trends and issues.

   d. Collaborate with major universities to educate the next generation of Student Development Professionals.

D. Creatively Managing Multiple Resources

Given increasing societal and institutional demands and limited resources, multiple resources must be creatively managed. These include fiscal, human, environmental, technological, and organizational resources. In order to meet this challenge, several recommendations are offered:

1. At the local level, student development professionals should:

   a. Expand networks and partnerships in order to combine resources and increase service opportunities. These may include partnerships at the institutional, local, state, federal and international levels.

   b. Maximize the use of human resources. Effective staffing alternatives include peer-tutors/advisors, volunteers, part-timers, para-professionals, graduate assistants, interns, and shared staffing arrangements with other institutional areas. Staff development programs are considered critical and may include pre-service orientation and training, cross training and retraining of staff, and the use of professional development plans.

   c. Develop alternative funding support from sources such as foundations, grants, consortia, alumni, fund raising efforts, and fee-based services.

   d. Share costs and eliminate duplication of efforts by establishing institutional arrangements, such as contracts, informal agreements and group purchases with businesses, industries, and external agencies.

e. Utilize periodic program reviews to improve delivery of services and cost effectiveness.

f. Secure equal participation by student services in decisions regarding the allocation of institutional resources.

g. Expand the use of state-of-the-art technology in the management of student services programs (see Issue F).

2. At the national level student development professionals should:

a. Promote the sharing of successful resource management strategies through professional associations, publications and activities. Strategies may include utilization of existing computerized data bases, use of ERIC, publication of resource management monographs, and conference sessions at the national and regional levels.

b. Recognize and support creative resource management strategies through NCSD and AACJC.

E. Enrollment Management and Student Persistence

When examining the section on Creatively Managing Enrollment and Contributing to Student Persistence in the 1984 Traverse City report, you will find that the issues and terminology highlighting enrollment management and student persistence remain the same. However, consideration should be given to redefining and expanding the operational definition for such terms as "enrollment management" and "access" which would more closely reflect current campus environments. For example, in 1984, enrollment management primarily focused on activities which increased enrollment. Today the same term implies involvement in activities dealing with schedule building and instructional program review in addition to outreach activities. The term remains the same yet has evolved to include recruitment and resource management.

Other factors which should be taken into consideration which reflect substantial change since 1984 are the significant shifts among the types of students attending community colleges today and the unique needs of these individuals. Due to these shifts, institutions are finding that the accountability for the integrity of student development services is emerging as being even more critical since the success of students is often dependent on the effective delivery of appropriate services.

Just as academic outcomes should be measured for a student, the support services of student development should be evaluated on a continuing basis to complete the proper environment for the total development of the student.

1. At the local level:

a. It is suggested that a comprehensive marketing plan be designed which shifts the emphasis from enrollment activities to service delivery and accountability for the special needs of students. The following is a list of a few of these special populations:

- Minorities - Minority students are coming to our campuses in large numbers, particularly in the urban areas.

We must begin to focus on the special needs in the areas of developmental studies, orientation and career development in an effort to create supportive environments which will increase persistence.

- International Students - Enrollments are increasing among a variety of non-English speaking groups. Refugees are beginning to find their way to the community colleges as are foreign students and students who speak

English as a second language. Each of these groups has unique concerns focusing on academic assessment and cultural orientation.

- Academically Disadvantaged - Students who have been identified as having a special learning problem are beginning to consider college as a viable option. These individuals are coming to our campuses with the expectation that we will provide them with the tutorial assistance and specialized counseling that will provide them with an effective learning environment.

b. Effective intervention requires the ability to systematically follow-up, communicate and deliver services to students. Therefore, it is strongly recommended that we continue to expand our services with automation so that special attention may be given to matching the entry goals with exit achievements as a measure of institutional effectiveness rather than degree completion.

c. In the area of maximizing student success through services it is recommended that we reprioritize and fine tune our services so that we are prepared to meet the special needs of the diverse populations entering the community colleges. These services include:

Academic Placement, Counseling, Leadership Training, Advisement, Financial Aid, Orientation, Assessment, Job Placement, Transfer Placement, Career Planning

Even more important, we must regularly review the effectiveness of each of these services. It is critical that we evaluate our services in a manner which has direct accountability for positively impacting student outcomes.

d. Create and continually evaluate a supportive environment in which facilities, policies and procedures contribute to student satisfaction and persistence.

2. At the national level, student development professionals should:

a. Collect and disseminate information and demographic data on a national level as a basis for extrapolating regional and local trends to be included in a comprehensive recruitment and retention plan.

b. Recommend that a national journal focus on the theme of creating campus environments that foster student satisfaction.

3. Future concerns include the following:

a. Enrollment distribution - Greater emphasis must be given to stimulating enrollment in special sessions (weekends, TV, off-campus) which reflects optimum use of classroom space and faculty.

b. Early Intervention - We must begin to place greater emphasis on working with students and their parents in middle schools.

c. Adult Illiteracy - Who has responsibility for this problem? How do we align ourselves with the public schools so that we can share in the funding for this initiative?

d. Undecided Students - We must develop a system of early identification for these students so that they are linked with the appropriate services which will assist them in setting and achieving appropriate goals.

e. Academic Program Review - Particularly in the vocational area, we

must continue to evaluate the market value of each of our programs.

f. Mandatory Assessment and Placement?

F. Using Electronic Technology

Colleges and universities have used advancements in electronic technology to improve the delivery of programs and services to students. How can community college student development professionals maximize the use of this technology?

1. At the local level, student development professionals should:

   a. Remain current with advancements in technology and serve as a catalyst within the institution to use this technology to improve services and promote student success.

   b. Encourage and participate in the development of institutional managment information systems that enhance programs such as instructional and administrative planning, progress monitoring, and prescriptive intervention strategies.

   c. Assume a leadership role in assuring that the college community becomes knowledgeable in the use and benefits of this advanced technology.

   d. Assure that the human dimension is not diminished or compromised by the application of advanced technology.

2. At the national level, student development professionals should:

   a. Encourage NCSD to become a clearinghouse for community colleges for model programs and applications of electronic technology in student development services.

   b. Seek NCSD sponsorship for conferences and workshops to assist colleges in maximizing the advances in technology.

G. Integrating Student Development Into the Total Educational Experience

Throughout the past two decades, student development professionals have placed great importance on their leadership role in facilitating student development as part of students' educational experiences. This challenge emphasizes collaboration with faculty and other campus educators to incorporate student development concepts into the college mission, academic program competencies (credit and non-credit), extra-curricular programs, and ultimately, course objectives. The increase in the diversity of student populations and student needs and the resultant diversity of academic programs call for innovative and heightened efforts. How can student development professionals make two-year colleges more effective at integrating student development into the total educational experience?

1. At the local level, student development professionals should:

   a. Assume leadership roles in integrating student development concepts into college missions and expected student outcomes.

   b. Evaluate student needs to plan strategies and implement programs to enhance student success.

   c. Provide for student development through extra-curricular programs.

d. Collaborate with instructional leaders in integrating student development philosophies into academic programs and courses.

e. Collaborate with institutional leaders in integrating student development philosophies into all components of the institution.

f. Enhance their own knowledge and competencies in student development.

2. At the national level, student development professionals should:

a. Become actively involved with local, regional, and national professional organizations to provide programs on facilitating student development in two-year colleges.

b. Encourage and assist graduate training programs to incorporate and emphasize knowledge and skills in both pure and applied student development theory.

c. Help to improve the quality and increase the quantity of published materials on the application of student development theory in two-year colleges.

d. Identify institutions that have made significant efforts in this area and make this information available annually through NCSD.

APPENDIX A

1984 TRAVERSE CITY STATEMENT: TOWARD THE FUTURE VITALITY OF STUDENT DEVELOPMENT SERVICES

Reprinted from *Toward the Future Vitality of Student Development Services* (1985). American College Testing.

Appendix A
1984 Traverse City Statement: Toward the Future Vitality of Student Development Services

John S. Keyser

I. Introduction

The American College Testing Program and the National Council on Student Development, an affiliate Council of the American Association of Community and Junior Colleges, convened a national colloquium on "The Future Vitality of Student Development Services in the Two-Year College," at Traverse City, Michigan, August, 1984. The colloquium was subsidized by The American College Testing Program and Northwestern Michigan College. Thirty-one two-year college student development leaders from the United States and Canada identified contemporary issues and challenges facing the profession and developed an agenda for action at both local and national levels.

The last national statement on Student Development Services in the two-year college, articulated in the Carnegie Study of the mid-'60s, was entitled *Junior College Student Personnel Programs: What They Are and What They Should Be.* Twenty-seven functions were identified which might comprise Student Personnel Services in the ideal junior college. The final report recommended a future review " . . . to chart new directions congruent with new circumstances."

Consistent with this recommendation and because of intervening changes in the environment, student development professionals should now reexamine program priorities, college management and leadership roles, and the future direction of the profession. Two-year colleges are serving a student population that is increasingly older, more minority, more female, more part-time, and more in need of evening and weekend services. This diverse student population also represents an increasingly diverse range in ability and preparation.

Decreases in traditional full-time student enrollment and cutbacks in federal, state, and local funding have created financial crises for many institutions. As competition intensifies for a diminishing pool of resources, many student development services may be in jeopardy. Moreover, concerns about quality and competition for scarce resources pose a challenge to the traditional emphasis on "access." Colleges have modified their egalitarian commitment of being "all things to all people," and many may be forced to redefine the traditional "open door."

These environmental challenges suggest a new urgency for student development professionals to demonstrate their contributions to the achievement of student and institutional goals. At the

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same time, the technologies of the "information society" provide opportunities to be more effective and efficient in *measuring outcomes*, managing information, and enhancing the quality of learning.

The 1984 Traverse City Statement, an outgrowth of professional dialogue, reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and reaches some consensus on an agenda for local and national action.

II. Philosophy and Purpose

Student development philosophy is grounded in the behavioral sciences, particularly human growth and development theory. In accord with this theory, student development professionals believe in:

- the dignity and worth of each person;
- the uniqueness of each person; and
- the opportunity for each person to realize his or her fullest potential.

The student development professional is an essential and integral member of the community of educators and, therefore, shares responsibility for creating and maintaining learning environments, providing valuable programs and services, and integrating these educational experiences to meet the life-skill needs of students and staff. The student development educator focuses on the growth of the person and provides leadership in bringing together college and community resources to achieve that end.

The student development educator designs and implements support systems to assist the college in becoming an effective educational community. These roles extend to the larger community and require addressing community needs for information, for human resources, and for recreational and cultural enrichment.

III. Major Issues and Challenges

The Traverse City participants identified the following as fundamental priorities: quality and accountability, partnerships off campus, partnerships on campus, resource management, enrollment management and student persistence, educational technology, and integrating student development into the educational experience. They then analyzed each area to determine the actions that should be taken on local campuses and through the National Council on Student Development. (The items are not listed in any priority order.)

A. Contributing to Quality Reaffirmation and Program Accountability

Educational quality is best judged according to positive and measurable student outcomes. How can student development professionals improve the quality of student learning and goal achievement while promoting and supporting the "open door" concept of the two-year college?

1. At the *local* level, student development professionals should:

   a. Participate in reviewing and redefining the college mission statement so that it is broadly understood and clearly communicated.

   b. Encourage a college-wide review of the compatibility of present resource allocations to the college's mission.

   c. Design and implement comprehensive assessment and course placement strategies to enhance student success.

   d. Develop programs and strategies to continuously upgrade professional and staff expertise and to renew their commitment to the college's mission.

   e. Work with instructional units to establish and communicate entry requirements, performance expectations, and competency-based outcomes for students.

   f. Promote evaluation of all student development programs and services to determine their effectiveness and appropriateness in meeting student and community needs.

2. At the *national* level, student development professionals should:

   a. Plan and implement leadership development programs for chief student development professionals and for potential chief student development professionals.

   b. Work with appropriate professional groups to plan and implement a recognition awards system for exemplary student development programs and for individuals who have made significant contributions to the profession.

   c. Help to improve the quality and increase the quantity of published material relevant to the

needs and issues of the student development practitioner.

d. Participate in efforts to develop, for each major student development services area, a profile of competencies and standards to guide practitioners and graduate programs.

e. Design and implement a national project to identify the elements of student success and the programs that are models for promoting student success.

B. Strengthening Partnerships With Community Constituencies

Providing services to meet changing educational needs requires that two-year colleges develop partnerships with a broad range of external agencies and groups. How can student development professionals assume a leadership role in developing and implementing these cooperative and collaborative arrangements?

1. At the *local* level, student development professionals should:

   a. Participate in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.

   b. Identify effective partnership models within the community and disseminate this information for effective utilization.

   c. Assume a facilitating role in attempting to match the college mission with the needs of community constituencies.

   d. Establish and maintain active liaisons with external constituencies that serve the interests and needs of students.

2. At the *national* level, student development professionals should:

   a. Assist with the formation of a coalition of professional organizations (NCSD, ACPA, NASPA) with the purpose of implementing a plan to maximize political and educational effectiveness.

   b. Support efforts of the National Council on Student Development to collaborate with other councils of AACJC on joint programming efforts.

   c. Formulate a statement of standards and guidelines to facilitate the transfer of students to other educational institutions.

   d. Ensure the publication and distribution of information about successful "partnership" programming efforts.

C. Strengthening Partnerships With Internal (Campus) Constituencies

Community colleges now function in rapidly changing environments that challenge their capacity for creative adaptation. How can student development professionals stimulate organizational vitality?

1. At the *local* level, student development professionals should:

   a. Assume a college-wide responsibility to promote high morale and create environments that foster student and staff satisfaction and achievement.

   b. Develop close working relationships with other administrative units, particularly the instructional area.

   c. Continue to increase involvement of students in meaningful campus governance and leadership development programs.

   d. Assist in establishing a comprehensive human resource development plan designed to recruit, orient, evaluate, and develop the human resources.

2. At the *national* level, student development professionals should:

   a. Develop and participate in professional association activities that locate, study, and develop models for making students an integral part of institutional governance and leadership.

   b. Develop a national exchange program so student development professionals have the opportunity to gain experience in different colleges.

D. Creatively Managing Resources

Given increasing societal demands to be met with limited resources, resources must be creatively managed. What role should student development professionals play in meeting this challenge?

1. At the *local* level, student development professionals should:

   a. Encourage networking and partnerships both within the institution and surrounding communities, thus combining resources that expand service opportunities.

b. Explore effective lower-cost staffing alternatives—such as peer tutors/advisors, volunteer programs, part-timers, and paraprofessionals—that will not diminish quality.

c. Secure additional funding support from sources such as foundations, grants, consortia, alumni, and fund raising drives.

d. Establish institutional contracts with businesses, industries, and community agencies to share costs and eliminate duplication of services.

e. Explore fee-based services as alternative resources.

f. Utilize annual program reviews to recommend cost-effective prioritization of programs and services.

2. At the *national* level, student development professionals should:

a. Include cost-saving ideas and alternative funding ideas in a national computer-based resource center (see F.2.a.).

b. Recognize creative resource management through professional association publications and activities.

E. Creatively Managing Enrollments and Contributing to Student Persistence

Changing demographics, projected enrollment declines, and enrollment-driven budget processes make enrollment management one of the most critical issues facing community colleges. How can student development professionals promote access to the college while responding to the learning needs of the individual and varied needs of the communities served?

1. At the *local* level, student development professionals should:

a. Develop a systematic marketing process to assess community needs, and develop programs and services, delivery systems, and appropriate promotional messages to respond to these needs.

b. Design and implement research strategies to track student progress from entry to post-enrollment to reentry.

c. Maximize student success through services such as diagnostic and self assessment, course placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement.

d. Create a supportive environment in which facilities, policies, and procedures contribute to student satisfaction and persistence.

2. At the *national* level, student development professionals should:

a. Collect and disseminate information on comprehensive recruitment and retention plans.

b. Recommend that a national journal (e.g., the *AACJC Journal*) focus on the theme of creating campus environments that foster student satisfaction and success.

F. Using Educational Technology

Advances in telecommunications and computer technologies have the potential to improve student services. Community colleges need to incorporate these advances into the delivery of programs and services. How can student development professionals use technology for both educational and administrative purposes without compromising the human dimension?

1. At the *local* level, student development professionals should:

a. Develop a comprehensive and integrated student data-based management system to include, but not be limited to, a data-base tracking system.

b. Provide opportunities for *all staff* to become conversant and competent in the use of advanced technologies.

c. Develop automated systems to improve the delivery of services such as career exploration, course selection, job placement, transfer articulation, registration, and financial aids.

d. Develop electronic information linkages with external agencies and institutions to enhance the capacity to provide information and services to students.

2. At the *national* level, student development professionals should:

a. Develop a computer-based resource center to provide access to model programs and services, professional consultants, and software menus.

b. Identify colleges with model automated systems that facilitate student goal identification and achievement and make this information available to the public.

G. Integrating Student Development Into the Educational Experience (Editor's Note: Submitted by the Maryland Deans of Students)

Throughout the past two decades, student development professionals have placed great importance on their leadership role in facilitating student development as part of students' educational experiences. This challenge emphasizes collaboration with faculty and other campus educators to incorporate student development concepts into the college mission, academic program competencies, co-curricular programs, and, ultimately, course objectives. The increase in the diversity of student populations and student needs and the resultant diversity of academic programs call for innovative and heightened efforts. How can student development professionals make two-year colleges more effective at integrating student development into the educational experience?

1. At the *local* level, student development professionals should:

   a. Assume leadership roles in integrating student development concepts into college missions and expected student outcomes.

   b. Assess student needs in terms of student development.

   c. Provide for student development through co-curricular programs.

   d. Collaborate with instructional leaders in integrating student development competencies into academic programs and courses.

   e. Enhance their own knowledge and competencies in student development.

2. At the *national* level, student development professionals should:

   a. Work with national professional organizations to provide programs on facilitating student development in two-year colleges.

   b. Encourage and assist graduate training programs to incorporate and emphasize knowledge and skills in both pure and applied student development theory.

   c. Help to improve the quality and increase the quantity of published materials on the application of student development theory in two-year colleges.

   d. Recommend that a national journal (e.g., the *AACJC Journal*) focus on the theme of integrating student development into the total educational experience.

   e. Identify colleges that have made significant efforts in this area and make this information available.

IV. Summary

This Statement emerged from a shared feeling of urgency about the future vitality of student development services. It is based on the conviction that, as partners with other community college leaders, student development professionals should engage in a thorough reassessment of their role in an environment undergoing constant and dramatic change. It is also based on the premise that student development professionals need to be at the forefront in influencing that change.

This Statement is only a beginning, designed to provide community college leaders with an impetus and a framework for debating the issues and challenges ahead. Although the Statement constitutes an ambitious plan of action for the student development professional and needs refinement if it is to serve as a guidepost for the practitioner, we hope that the Statement will impart to student development professionals throughout the country the sense of renewal, commitment, and energy with which it was written. If this energy is sustained and applied, the future of student development services in two-year institutions holds great promise.

APPENDIX B

1984 TRAVERSE CITY STATEMENT

RESULTS OF SURVEY TO ASSESS

COMMITMENT TO OBJECTIVES IDENTIFIED

CONDUCTED IN THE FALL OF 1989

Appendix B:

1984 TRAVERSE CITY STATEMENT

RESULTS
OF SURVEY TO ASSESS
COMMITMENT TO OBJECTIVES IDENTIFIED

CONDUCTED IN THE FALL OF 1989

NOTE: Two-year college chief student services officers across the country were queried about their use of the "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services." These are the results of that national survey.

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ISSUE/OBJECTIVE	ANSWER	MEAN
Area 1 - Quality Reaffirmation and Program Accountability		
• Participate in reviewing and redefining the college mission statement so that it is broadly understood and clearly communicated.	1. Objective Value	4.424
	2. Institutional Achievement	3.966
	3. Personal Involvement	3.891
• Encourage a college-wide review of the compatibility of present resource allocation to the college's mission statement.	4. Objective Value	4.116
	5. Institutional Achievement	3.235
	6. Personal Involvement	3.372
• Design and implement comprehensive assessment and course placement strategies to enhance student access.	7. Objective Value	4.445
	8. Institutional Achievement	3.711
	9. Personal Involvement	3.831
• Develop programs and strategies to continuously upgrade professional and staff expertise and to renew their commitment to the college mission.	10. Objective Value	4.252
	11. Institutional Achievement	3.322
	12. Personal Involvement	3.476
• Work with instructional units to establish and communicate entry requirements, performance expectations, and competency-based outcomes for students.	13. Objective Value	4.151
	14. Institutional Achievement	3.226
	15. Personal Involvement	3.147
• Promote student evaluations for all student development programs and services to determine appropriateness in meeting student and community needs.	16. Objective Value	4.181
	17. Institutional Achievement	3.279
	18. Personal Involvement	3.552
Area 2 - Strengthening Partnerships with College Constituencies		
• Participate in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.	19. Objective Value	4.128
	20. Institutional Achievement	3.392
	21. Personal Involvement	3.201
• Identify effective partnership models within community and disseminate this information for effective utilization.	22. Objective Value	3.750
	23. Institutional Achievement	3.197
	24. Personal Involvement	2.861
• Assume a facilitating role in attempting to match the college mission with the needs of community constituencies.	25. Objective Value	4.100
	26. Institutional Achievement	3.434
	27. Personal Involvement	3.268
• Establish and maintain active liaisons with external constituencies that serves the interests and the needs of students.	28. Objective Value	4.175
	29. Institutional Achievement	3.567
	30. Personal Involvement	3.567

(1) Very low
(2) Low
(3) Average
(4) High
(5) Very high

ISSUE/OBJECTIVE	ANSWER	MEAN
Area 3 - Strengthening Partnerships with Internal (Campus) Constituencies		
• Assume a college-wide responsibility to promote high morale and create environments that foster student and staff satisfaction and achievement.	31. Objective Value	4.465
	32. Institutional Achievement	3.348
	33. Personal Involvement	3.875
• Develop close working relationships with administrative units, particularly the instructional area.	34. Objective Value	4.530
	35. Institutional Achievement	3.874
	36. Personal Involvement	4.180
• Continue to increase involvement of students in meaningful campus governance and leadership development programs.	37. Objective Value	4.228
	38. Institutional Achievement	3.480
	39. Personal Involvement	3.831
• Assist in establishing a comprehensive human resource development plan designed to recruit, orient, evaluate, and develop the human resources.	40. Objective Value	4.079
	41. Institutional Achievement	3.094
	42. Personal Involvement	3.173
Area 4 - Creatively Managing Resources		
• Encourage networking and partnerships both within the institution and surrounding communities, thus combining resources that expand service opportunities.	43. Objective Value	4.062
	44. Institutional Achievement	3.370
	45. Personal Involvement	3.262
• Explore effective lower-cost staffing alternatives - such as peer tutors/advisors, volunteer programs, part-timers and para-professionals that will not diminish quality.	46. Objective Value	3.797
	47. Institutional Achievement	3.233
	48. Personal Involvement	3.306
• Secure additional funding support from sources such as foundations, grants, consortia, alumni, and fund-raising drives.	49. Objective Value	4.111
	50. Institutional Achievement	3.413
	51. Personal Involvement	3.120
• Establish institutional contracts with businesses, industries, and community agencies to share costs and eliminate duplication of services.	52. Objective Value	3.787
	53. Institutional Achievement	3.060
	54. Personal Involvement	2.569
• Explore fee-based services as alternative resources.	55. Objective Value	3.058
	56. Institutional Achievement	2.592
	57. Personal Involvement	2.337
• Utilize annual program reviews to recommend cost-effective prioritization of programs and services.	58. Objective Value	4.092
	59. Institutional Achievement	3.236
	60. Personal Involvement	3.259

(1) Very low
(2) Low
(3) Average
(4) High
(5) Very high

ISSUE/OBJECTIVE	ANSWER	MEAN
Area 5 - Creatively Managing Enrollments and Contributing to Student Persistence		
• Develop a systematic marketing process to assess community needs, and develop programs and services, delivery systems, and appropriate promotional messages to respond to these needs.	61. Objective Value	4.308
	62. Institutional Achievement	3.460
	63. Personal Involvement	3.465
• Design and implement research strategies to track students' progress from entry to post-enrollment to re-entry.	64. Objective Value	4.359
	65. Institutional Achievement	3.171
	66. Personal Involvement	3.453
• Maximize student success through services such as diagnostic and self-assessment, course placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement.	67. Objective Value	4.722
	68. Institutional Achievement	4.032
	69. Personal Involvement	4.360
• Create a supportive environment in which facilities, policies and procedures contribute to student satisfaction and persistence.	70. Objective Value	4.557
	71. Institutional Achievement	3.720
	72. Personal Involvement	4.114
Area 6 - Using Educational Technology		
• Develop a comprehensive and integrated student data-based management system to include, but not be limited to, a data-based tracking system.	73. Objective Value	4.345
	74. Institutional Achievement	3.218
	75. Personal Involvement	3.480
• Provide opportunities for All Staff to become conversant and competent in the use of advanced technologies.	76. Objective Value	4.147
	77. Institutional Achievement	3.362
	78. Personal Involvement	3.407
• Develop automated systems to improve the delivery of services such as career exploration, course selection, job placement, transfer articulation, registration, and financial aids.	79. Objective Value	4.381
	80. Institutional Achievement	3.616
	81. Personal Involvement	3.825
• Develop electronic information linkages with external agencies and institutions to enhance the capacity to provide information and services to students.	82. Objective Value	3.647
	83. Institutional Achievement	2.745
	84. Personal Involvement	2.704

(1) Very low
(2) Low
(3) Average
(4) High
(5) Very high

ISSUE/OBJECTIVE	ANSWER	MEAN
Area 7 - Integrating Student Development into the Educational Experience		
• Assume leadership roles in integrating student development concepts into college missions and expected student outcomes.	85. Objective Value	4.259
	86. Institutional Achievement	3.414
	87. Personal Involvement	3.818
• Assess student needs in terms of student development.	88. Objective Value	4.184
	89. Institutional Achievement	3.229
	90. Personal Involvement	3.649
• Provide for student development through co-curricular programs.	91. Objective Value	3.996
	92. Institutional Achievement	3.307
	93. Personal Involvement	3.501
• Collaborate with instructional leaders in integrating student development competencies into academic programs and courses.	94. Objective Value	3.994
	95. Institutional Achievement	2.974
	96. Personal Involvement	3.249
• Enhance your own knowledge and competencies in student development.	97. Objective Value	4.403
	98. Institutional Achievement	3.577
	99. Personal Involvement	3.994

(1) Very low
(2) Low
(3) Average
(4) High
(5) Very high

DEMOGRAPHICS

		PERCENT
100.	Type of Institution	
	A. Public comprehensive community college	73.2
	B. Private two-year college	5.2
	C. Public two-year technical college	15.8
	D. Private two-year technical college	.2
	E. Other	5.6
101.	Location of Institution	
	A. Rural	44.7
	B. Suburban	31.1
	C. Urban	24.0
102.	Size of Institution - - Headcount	
	A. Under 999	15.1
	B. Between 1,000 - 2,499	29.4
	C. Between 2,500 - 7,499	31.7
	D. Between 7,500 - 14,999	12.7
	E. 15,000 and over	11.0

		PERCENT
103.	How Many Years Have You Been In The Student Services Profession?	
	A. Less than 1 year	1.5
	B. Between 1-4 years	8.8
	C. Between 5-10 years	13.4
	D. Between 11-20 years	43.4
	E. Over 20 years	32.9
104.	How Many Years Have You Been The Chief Student Services Officer At Your Present College?	
	A. Less than 1 year	10.5
	B. Between 1-4 years	30.9
	C. Between 5-10 years	27.3
	D. Between 11-20 years	24.2
	E. Over 20 years	7.2
105.	I have read the 1984 Traverse City Statement	
	A. Yes	57.8
	B. No	41.9
106.	The 1984 Traverse City Statement Has Been:	
	A. Very useful to me in my work	17.6
	B. Moderately useful to me in my work	29.9
	C. Somewhat useful to me in my work	29.6
	D. Not very useful to me in my work	10.3
	E. Useless to me in my work	12.3

(Mark in column 'A' all that apply)
In What Ways Has The Traverse City Statement Assisted You In Your Efforts?

107.	Staff Development within your division	42.9
108.	Planning within your division	42.9
109.	College-wide strategic planning	26.3
110.	Planning in conjunction with the governing board	6.8
111.	Program evaluation	32.7
112.	New program/service development	30.4
113.	Existing program enhancement	34.0
114.	Other, please describe in WRITE-IN AREA 3	

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